

University of Texas – Permian Basin
Department of History
HIST 1302.002
Fall 2020

Dr. Jenny Paxton, Instructor

TR 9:30-10:45am
Classroom: Mesa Building 2130

“Here are the results of the enquiry. . . The purpose is to prevent the traces of human events from being erased by time, and to preserve the fame of the important and remarkable achievements produced. . .”
--Herodotus, *The Histories*

“Many have undertaken to draw up an account of the things that have been fulfilled among us, just as they were handed down to us by those who from the first were eyewitnesses. . . Therefore, since I myself have carefully investigated everything from the beginning, it seemed good also to me to write an orderly account for you. . . so that you may know the certainty of the things you have been taught.”
--St. Luke, *The Gospel of Luke*

This class is Canvas-augmented. You can check there for copies of the syllabus, assignment instruction sheets, and lecture notes; also, your grades will be posted there. In addition, any primary sources or other documents for Discussion Days will be posted there as well. If you're having trouble with Canvas, contact our fine IT folk here: <https://www.utpb.edu/university-offices/information-technology/index>.

In-Person Office Hours: Mesa Building 4150: MW 11:00am - 1:00pm; TR 12:15-1:15pm.

Microsoft Teams Office Hours: Same as In-Person.

Email: paxton_j@utpb.edu (this is the preferred method of out-of-office communication)

Office phone number: 432-552-2316 (available only during office hours, though you can leave a voicemail for me to get later.)

I have office hours for your benefit, and you should take advantage of this resource before small problems become large problems! If you have a problem in the class, you must come to me first to resolve it. If you can't come to my office hours (either in person or digitally), I will be happy to make an appointment at another time.

Course description:

This course will give students an understanding of the history of the United States as a nation from Reconstruction to the twenty-first century. History 1302 is designed to acquaint students with the basic concepts, events, and interpretations of the American historical experience. We will touch on the political, economic, social, cultural, and intellectual developments that helped shape the nation's history. The goal for this class is for you to learn how to think historically and critically about the past and for you to gain a better understanding of American history.

History courses by nature are reading and writing intensive and 1302 is no exception. Students will learn to interpret and analyze information. The goals of exams and other assignments are the acquisition of information and the development of writing and analytical skills.

Within this time span of roughly one hundred and fifty years, we will examine such topics as Reconstruction, the Indian Wars, Progressivism and Prohibition, the World Wars, and 9-11. However, we will also examine a range of topics you may not have studied in high school, as I encourage you to see history as important in the present, as well as interesting and fun. In addition, a major emphasis of this class will be upon *critical thinking*: the ability to listen actively and questioningly to anything you are told, and to intelligently decide for yourself whether you accept it.

General Education Curriculum Goals for American History Survey Courses (Texas Higher Education Coordinating Board)

The combination of History 1301 and 1302 will assist students in:

- Examining social institutions and processes across a range of historical periods, social structures, and cultures
- Analyzing the effects of historical, social, political, economic, cultural, and global forces on the area under study
- Comprehending the origins and evolution of the United States with a focus on the growth of political institutions, the U.S. Constitution, federalism, civil liberties, and civil and human rights
- Understanding the evolution and current role of the United States in the world
- Differentiating and analyzing historical evidence and differing points of view
- Recognizing and applying reasonable criteria for the acceptability of historical evidence and social research
 - Identifying and understanding differences and commonalities within diverse cultures

Required Texts:

The supplementary materials are available online (the articles through the UTPB library's database), and your out-of-class essay will be over those materials. Your course textbook is open-source and online, so you don't need to buy it; just go to the web site below.

There will also be other readings available online and/or on Canvas. These readings do form an integral part of the class: we will have class discussion/activity days based on your readings, and you must have done the reading in order to participate.

In addition, the course readings and the lecture **will cover different material**. Therefore, your success in the class, and your full understanding of the content, will depend on your doing the readings and participating in class discussions.

- *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press. www.americanyawp.com.
- Randolph Roth, Michael D. Maltz, and Douglas L. Eckberg. "Homicide Rates in the Old West." *The Western Historical Quarterly* vol. 42, no. 2 (Summer 2011). Pp. 173-195.
- Brian W. Dippie. "Drawn to the West." *The Western Historical Quarterly* vol. 35, no. 1 (Spring 2004). Pp. 4-26.
- Stewart L. Udall, Robert R. Dykstra, Michael A. Bellesiles, Paula Mitchell Marks, and Gregory H. Nobles. "How the West Got Wild: American Media and Frontier Violence. A Roundtable." *The Western Historical Quarterly* vol. 31, no. 3 (Autumn 2000). Pp. 277-295.
- Paul A. Hutton. "From Little Bighorn to Little Big Man: The Changing Image of a Western Hero in Popular Culture." *The Western Historical Quarterly* vol. 7, no. 1 (Jan. 1976). Pp. 19-45.
- Various primary sources, available online and on Canvas.

Grading

Exams (30% of your grade):

Exams will be **on Canvas**.

All exams will consist of objective questions (multiple choice and fill-in-the-blank) **and** an essay question, which evaluates the students' knowledge and understanding of materials presented in class

You will have three exams during the semester: two regular exams and the final exam. Your exam grades will be averaged, and that average will constitute 40% of your total final grade. Each exam will include **multiple-choice and fill-in-the-blank questions**, as well as an **essay question**. Exams 1-2 will cover the current reading **and** lecture material. The final exam will cover the **entire semester**. *The wise student will save their copies of Exam 1-2 as study aids, because I will be reusing questions from Exams 1-2 on the final.*

Missed Exams: In the case of **documented** medical or university-related absences, or other documented emergencies (at my discretion), you may make up the exam immediately. Students in this category should see me immediately upon their return to class, with documentation, to arrange to take the makeup of the missed exam **within one week** of your return to class.

Arranging to take makeup exams is your responsibility!

Essay (30% of your grade):

The essay will evaluate the student's ability to analyze and communicate information.

Instructions for completing your out-of-class essay on the assigned supplementary materials will be posted to Canvas separately. Essays will be handed in **via Canvas on September 17**: the day we discuss the topic in class. Late essays will be accepted, but will **lose one full letter grade per day** (including weekend days). Your essay will be worth 30% of your total grade. This means that if you do not turn your essay in, the highest grade you can possibly get in the class is a 70; **it is possible, but difficult, to pass the class if you do not turn in the essay.**

Quizzes (10% of your grade):

Quizzes will be **on Canvas**.

The quizzes will evaluate the students' understanding of materials presented in the textbook and other course media.

There will be three quizzes **over the readings and supplementary material** during the semester. There will also be one quiz over **class policy and expectations**. Your lowest quiz grade will be dropped. The remaining quizzes will be averaged, and that grade will be 10% of your final grade.

If you miss a quiz, the rules are the same as for a missed exam (see above).

Class Participation (30% of your grade):

This grade will come from your participation in the Discussion Days and other activities, over the textbook and supplementary readings. Your class participation grade will constitute 30% of your final grade.

You will get one free unexcused absence. After that, each one will lower your Participation grade by one letter.

Notice: The professor reserves the right to modify the course in any way to address problems that might develop. For example, lecture and reading pop quizzes might be given if students fail to prepare for class.

How to Calculate Your Grade:

- Drop your lowest quiz grade. Average the remaining quiz grades. Multiply that average by 0.1. This number is your Quiz Number.
- Add any bonus points you have to your lowest exam grade. Average your exam grades. Multiply that number by 0.3. This number is your Exam Number.
- Multiply your essay grade by 0.3. This number is your Essay Number.
- If you have one or no absences on a Discussion Day, give yourself a 100 for attendance. If you have two absences, give yourself a 90. If you have three, give yourself an 80. If you have four, give yourself a 70; if five, a 60; if six, a 50; if seven, a 40; if eight, a 30; if nine, a 20; if ten, a 10. If you have eleven or more, give yourself a zero. Then take that grade, and multiply it by 0.3. This number is your Participation Number.
- Add your Quiz, Exam, Essay, and Participation Numbers together. The total is your final grade.

Class in a Time of Covid-19

In our current situation, some changes to the normal class format have been necessary. Here is what will be happening:

- **Lecture Days:** We will have one Lecture Day per week. However, to accommodate social distancing, the class will be divided in half, and half will attend the Lecture Day on Tuesday and half on Thursday.
 - Which day will I attend? If your last name begins with A-H, you will be attending on Monday. If your last name begins with I-Z, you will be attending on Wednesday. *You will only be attending class once a week.*
 - What if I can't come to class, because of quarantine or the like? Each lecture will be recorded, and posted on Canvas. You can watch them at home.
- **Discussion Days:** We will have one Discussion Day per week. Discussions will be online. The discussion boards are on Canvas, and any external tools will be linked on Canvas.
 - How long will the discussions be open? They will be open all week.
 - Who will I be discussing with? Everyone will be divided into Teams of four or five, and those Teams will be your discussion groups. You will have the same Team throughout the semester.
- **Attendance:** I will be taking roll, and you do still need to come to class.
 - What if I, or someone in my household, has to quarantine? That will count as an excused absence, and will not hurt your grade. You can watch the recorded lectures and take part in the discussions from home.
 - What if I can't do the work? If you can't do the work at all, even from home (or wherever you are located), you should inform the Dean of Students. All of your professors will be officially notified, and we will make any accommodations you need so that you can still get credit for the class.
 - What if I can't get online at a specific time? That's not a problem! The online portions of this class are entirely asynchronous (that is, you don't have to log on at a specific time). You will have the entire week to complete all assignments. If you're having technical problems in

general, please contact [our fine IT folk \(Links to an external site.\)](#). Additionally, there are laptops and other equipment available for checkout in the lobby, just outside the Registrar's office.

- **Mask-wearing and social distancing: you are required to wear a face covering, and it does need to cover your mouth *and* nose. If you come to class with your mask on improperly, I will ask you to adjust it. If you come to class without a mask, I will send you out to go and get one. If you refuse either, it is a health hazard, and I can and will dismiss the class. Additionally, you will be reported to the university's Covid-19 case management team.**
 - **What if I don't have a mask?** Not a problem! UTPB will be providing one to every student.
 - **How will distancing in class be enforced?** Extra seats will either be removed, or cordoned off.
- **What if the Covid situation deteriorates, and this class needs to move 100% online? We don't anticipate this happening. However, in the event that it does:**
 - All online activities, exams, and the essay will remain the same.
 - I will continue to record Lecture Days, but I will be lecturing to an empty house, and the lectures will be on Canvas for you to watch on your own schedule.
 - Ideally, this class should be able to move 100% online, should it be required, with a minimum of disruption.
- **Questions: This is an emerging situation, as we all know. If you have any questions, please contact me and ask.**

General Rules and Information:

- The basic rules concern courtesy, learning, and allowing the course to function. They are common-sense rules, but they are serious, so read them and follow them. Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.
- Some people are serious about their education, not just getting a credit for taking a class. If you want to talk, read, text your friends, or read tweets—go over to the SUB and get some coffee. You'll be happier, I'll be happier, and your classmates will be happier too, since you won't be bothering or distracting them. If you come to class, *be* in class. I will stop class and dismiss you if needed, and you will still be held responsible on the next exam for the material you missed. **Additionally, I reserve the right to dismiss the entire class in cases of great disruption or clear non-participation. In this case, the entire class will be counted absent.**
- Students must arrive on time for class, and also stay until the end of class, unless arranged **beforehand** with the professor for legitimate necessities. Late arrival and early departure are disruptions to the class, and if you do walk in late, you must **sit beside the door**. Please **do not** proceed to your seat. Additionally, you **will not be allowed to sign in**, and will be counted absent.

- Silence and put away your cell phone during class, and laptops or tablets are allowed for note-taking **only**. Class is not the time for texting, or checking Facebook, Twitter, Snapchat, or other social media of choice.
- There are **no stupid questions**. If you don't know something, ask. If you don't understand the answer, keep asking until you do understand. Someone else in the class probably has the same question too.
- Your grades will not be curved. However, I do understand that everyone has family obligations, unexpected problems, extracurricular activities, and bad days. Therefore, the two free absences, dropping the lowest quiz grade, and the extra credit opportunities will provide second chances. **I do reward improvement**—If the student has shown steady improvement and clear effort with each graded assignment, I have the right to round a borderline grade up to the next letter. The point of the class is not where you were when you began; it is where you finish.
- Writing notes actually does help you learn and remember the material! I will not be grading your note-taking in any way, but you would still be wise to take good notes. If you find yourself having difficulty taking notes you are satisfied with, there are many resources available, beginning with my office hours. **The PowerPoints will be available on Canvas.**
- I do not allow tape recorders or digital voice recorders in class, **unless you have a documented disability accommodation**. Writing notes actually does help you learn and remember the material! If you have an official accommodation which allows such devices, it is your responsibility to inform me.
- Feel free to bring **non-alcoholic** beverages to class. Please **do not** eat food or chew tobacco, or otherwise distract your neighbor or disrupt the class.
- Academic Honesty vs. Misconduct: Taking another person's ideas or words and presenting them **as your own** (that is, without proper citation giving credit where credit is due) in any of your written work is **theft**. If you are unsure of how to document a piece of evidence in an assignment, or if you are unsure whether your use of a source is appropriate, see me or consult the Writing Center before you turn the assignment in. A good rule of thumb is: **When in doubt, cite!** Incidents of plagiarism, or cheating on examinations, will result in a zero on the assignment and may result in failure of the course, as well as potential consequences at the university level. **We take academic honesty very seriously.** And yes, I really do read every single assignment individually. **Please be aware that the University subscribes to the VeriCite plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.**

Academic Dishonesty/Plagiarism/Cheating: The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the university's handbook at: <https://www.utpb.edu/campus-life/dean-of-students/scholastic-dishonesty>.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

- **Student Grievances:** If you have a problem with the class, your grade, the class's policies, etc., **you must come to me first**. The full instructions can be found here: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-grievances>. In a nutshell, according to University policy, your first step must **always** be to try to work it out with me to the best of your ability.
- **Accommodation for Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. ****Adapted from UTSA ADA syllabus statement.****

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243
Voice Telephone: 432-552-4696
Email: leverington_p@utpb.edu

- **The Syllabus:** The syllabus is provided as a general guide to the course and its requirements. While I have attempted to make it as comprehensive and accurate as possible, and while I will attempt to adhere closely to the schedule presented in it, it is **subject to modification**. Any changes will be announced in class.

- Attendance: It is in your own best interests to attend class regularly, as any material provided during lectures is fair game to appear on exams. **Reading the textbook will not usually be sufficient for a passing grade**, as the particular material presented will often be very different. Announcements of changes in the syllabus and other important administrative items will also take place during class. *You* are responsible for finding out what you missed from a classmate. And, that classmate is **not** responsible for the reliability of that information *or* your understanding of it. You are. If you have doubts, come to me and ask.
- Observance of a Religious Holy Day: Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including exams, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. Any student who intends to miss class in order to observe a religious holy day should make that intention known to the instructor **prior to the absence**. A student who is absent from class for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day **within a reasonable time** after the absence.

Class Schedule

Any readings should be completed before the class day they are assigned with!

Week 1 (August 24): Introduction and Critical Thinking

Video: *Shark Week 2014*, Episode 11, "Megalodon: The New Evidence".

T: Course Introduction.

R: Discussion Day: "Megalodon: The New Evidence".
 Exercise: "Empty the Cup".
 Exercise: Critical Thinking (i.e. "We dissect a bad documentary").

Week 2 (August 31): Reconstruction and New(?) South

Reading: *The American Yawp*, Chapter 15; Chapter 18, Part 4; Chapter 20, Part 6.

Reading: *The American Yawp*, "Henry Grady on the New South (1886)".

Reading: *The American Yawp*, "Ida B. Wells-Barnett, 'Lynch Law in America' (1900)."

Reading: *The American Yawp*, "Booker T. Washington & W.E.B. DuBois on Black Progress (1895, 1903)".

Reading: www.ourdocuments.gov, "Plessy v. Ferguson (1896)".

T: The ~~New~~ South.
 The Rise of the Jim Crow system.

R: The New South: How New Was It?
 Exercise: "Jigsaw Reading".
 Exercise: "Empty the Cup".

Week 3 (September 7): Progress?

Reading: *The American Yawp*, Chapter 16; Chapter 18, Parts 2, 3, and 6.

Reading: PowerPoint, "Westward Expansion".

T: A Round Robin: Transportation, Urbanization, Industrialization, and Immigration.

R: **Avoiding Plagiarism**

Week 4 (September 14): The Wild(?) West and a Little War

Reading: *The American Yawp*, Chapter 17; Chapter 18, Part 5; Chapter 19; Chapter 20, Parts 1-5 and 7.

T: America Under the Progressives.
A "Splendid Little War" with Spain, and increasing global power.
Manifest Destiny Lives!

R: **ESSAY DUE**

Discussion Day: The Wild West, the Old West, and what it means to be American.

Exercise: "Empty the Cup".

Exercise: "Affinity Chart".

Week 5 (September 21): A Big War

Reading: *The American Yawp*, Chapter 21.

Reading: www.poetryfoundation.org, "In Flanders Fields".

Reading: www.poetryfoundation.org, "Break of Day in the Trenches".

Reading: www.poetryfoundation.org, "Dulce at Decorum Est".

Reading: www.poetryfoundation.org, "At the Somme: The Song of the Mud".

T: Modern Medicine's Failure: The Flu Pandemic.

R: Discussion Day: World War I Poetry.

Exercise: "Jigsaw Reading".

Exercise: "Affinity Chart".

Week 6 (September 28): The Roaring 20s

Reading: *The American Yawp*, Chapter 22.

Reading: PowerPoint, "Roaring Twenties".

Reading: PowerPoint, "Culture and Fashion".

T: Discussion Day: Culture and Fashion.

Exercise: "Empty the Cup".

Exercise: "Affinity Chart".

R: Prohibition: A Case Study in Good Intentions and Unintended Consequences.

Week 7 (October 5): It All Comes Crashing Down

Reading: *The American Yawp*, Chapter 23.

Video: "Dust Bowl Blues".

Video: "Do Re Mi".

Reading: PowerPoint, "New Deal".

T: The Great Depression and the Dust Bowl.

R: Discussion Day: Woody Guthrie.

Exercise: "Empty the Cup".

Week 8 (October 12): Urbanization, Technology and Chemistry, Immigration, Regulation, and Science

Video: *American Experience*, "The Poisoner's Handbook".

T: "The Poisoner's Handbook"

R: Discussion Day: "The Poisoner's Handbook".

Exercise: "Empty the Cup".

Week 9 (October 19): World War II

Reading: *The American Yawp*, Chapter 24, Parts 1-7, 10, and 11.

Reading: *Life Magazine*, December 22, 1941.

T: Things Begin to Unravel: Hitler and Mussolini come to power, and militant expansion of Germany, Italy, and Japan
Pearl Harbor

R: Discussion Day: *Life Magazine*, December 22, 1941.

Exercise: "Empty the Cup".

Week 10 (October 26): World War II, and the Civil Rights Movement Begins

October 30: Last Day to Drop

Reading: *The American Yawp*, Chapter 24, Parts 8-11.

Reading: PowerPoint, "Double Victory".

Reading: *The American Yawp*, "A. Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry (1941)".

Reading: *The American Yawp*, "Aiko Herzig-Yoshinaga on Japanese internment (1942/1994)".

Reading: *The American Yawp*, "FDR, Executive Order No. 9066 (1942)".

Reading: www.archives.gov, "Maj. Gen. Clayton B. Vogel's Recommendation Letter".

Reading: PowerPoint, "Double Victory".

T: The Glider War, and Texas's part in it.

R: Discussion Day: Race and World War II.

Exercise: "Jigsaw Reading".

Week 11 (November 2): Civil Rights and Cold War

Reading: *The American Yawp*, Chapter 25-26; Chapter 27, Part 3.

Reading: *Life Magazine*, June 28, 1963.

Reading: PowerPoint, "Civil Rights Movement".

T: Discussion Day: "Life" Magazine, June 28, 1963.

Exercise: "Empty the Cup".

R: The Uneasy Alliance Disintegrates.

Fear, Paranoia, and Duck and Cover! Cold War Politics and Cold War Culture.

Week 12 (November 9): Cold War and Cold Warriors

Reading: *The American Yawp*, Chapter 27, Parts 1, 2 and 4.

Reading: *Thinking Through the Past*, Chapter 9.

T: Discussion Day: Cold War Pop Culture.

Exercise: "Jigsaw Reading".

Exercise: "Empty the Cup".

R: Kennedy, Nixon, and a New Kind of Politics.

Week 13 (November 16): The Cold War Heats Up (By Proxy), and Backlash

Reading: *The American Yawp*, Chapter 27, Parts 5-8; Chapter 28.

Reading: PowerPoint, "Vietnam".

M: Hippies, Environmentalism, Protests, and more.

W: Deindustrialization, stagflation, hedonism and nostalgia, and the rise of the "moral majority".

Week 14 (November 23): Effect and Countereffect

Reading: *The American Yawp*, Chapter 29; Chapter 30, Parts 1-2.

Reading: PowerPoint, "The Reagan Era".

T: AIDS.

R: **NO SCHOOL: Happy Thanksgiving!**

Week 15 (November 30): America Changes

NO IN-PERSON CLASS THIS WEEK

Reading: *The American Yawp*, Parts 3-9.

Reading: PowerPoint, "On Top of the World (Maybe)".

T: A New War Begins.

R: The Bush Era.

Final Exam: Thursday, December 10.

Location: Digital (Canvas).

Grades Posted By: TBA.

Sample Syllabus